

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
TOWN OF FRANKLIN,
FOR THE
YEAR 1868-9.

BOSTON:
PRINTED BY J. B. CHISHOLM, 50 SCHOOL STREET.
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REPORT.

AT the Annual Town Meeting in April, 1868, the Town voted the sum of *four thousand dollars*, for the support of Public Schools. With this amount your Committee felt confident they could secure, at least, thirty weeks session for all the schools, including, of course, the High School, which was established by vote of the Town at the same meeting. The result has proved that the estimate was sufficient: our expenditures for teachers' wages, fuel, and care of school rooms amounting for the year to \$3,948.53.

The High School was opened on the 20th of May, with Miss Mary A. Bryant of Stoneham as Principal. The Summer term continued *ten weeks*, with an average attendance of 22; the Fall term commenced in September, continuing *eleven weeks*, with an average attendance of 27; the Winter term commenced on the first Monday in December, with an average attendance of 26 for the term of *twelve weeks*. Average number belonging to the school, for the year, 29; average attendance for the year, 25.

The other schools throughout the town have been in session thirty weeks—divided into three terms of ten weeks each, commencing in April, September, and December.

The following statistics, relating to teachers employed, number of pupils in the several schools, aver-

age attendance, &c., may be of general interest, and we give them in detail.

CENTRE SCHOOL.

Grammar department—Spring term. Teacher, Miss Dora L. Metcalf; wages per month, \$40; number of pupils 44; average attendance 41.

Fall term. Teacher, Miss Lydia Osgood; wages per month \$40; number of pupils 40; average attendance 35. Winter term: number of pupils 49; average attendance 39.

Intermediate department. Teacher, Miss Minnie E. Metcalf; wages per month \$40. Spring term: number of pupils 44; average attendance 39. Fall term: number of pupils 42; average attendance 37. Winter term: number of pupils 51; average attendance 46.

1st Primary department. Spring term. Teacher, Miss Josephine L. Boynton; wages per month \$36; number of pupils 58; average attendance 53.

Fall term. Teacher, Miss Lizzie Rowe; wages per month \$36; number of pupils 58; average attendance 47. Winter term: number of pupils 57; average attendance 48.

2d Primary department. Spring term. Teacher, Miss Josephine C. Alexander; wages per month \$36; number of pupils 71; average attendance 61. Fall term: number of pupils 61; average attendance 49.

Winter term. Teacher, Miss Lydia A. Whiting; wages per month \$36; number of pupils 67; average attendance 51.

No. 2.—KING STREET.

Spring term. Teacher, Miss Caro. E. Woodman; wages per month \$28; number of pupils 26; average attendance 23.

Fall term. Teacher, Miss Ella J. Walker; wages per month \$30; number of pupils 29; average attendance 25.

Winter term. Teacher, Miss Isoline F. Thayer; wages per month \$30; number of pupils 25; average attendance 23.

No. 4.—CITY MILLS.

Teacher, Miss Carrie A. Metcalf; wages per month \$32. Spring term: number of pupils 53; average attendance 46. Fall term: number of pupils 48; average attendance 38. Winter term: number of pupils 47; average attendance 40.

No. 5.—RIVER END.

Spring term. Teacher, Miss Martha A. Alexander; wages per month \$28; number of pupils 23; average attendance 20. Fall term: number of pupils 22; average attendance 18.

Winter term. Teacher, Miss Ann B. Smith; wages per month \$28; number of pupils 19; average attendance 14.

No. 6.—LATIC.

Spring term. Teacher, Miss Eliza J. Bullard; wages per month \$28; number of pupils 34; average attendance 27.

Fall term. Teacher, Miss Abby A. Bullard; wages per month \$32; number of pupils 31; average attendance 24.

Winter term. Teacher, Miss Martha A. Alexander; wages per month \$32; number of pupils 27; average attendance 22.

No. 7.—NORTHWEST.

Teacher, Miss Ella M. Bullard; wages per month \$28. Spring term: number of pupils 31; average attendance 25. Fall term: number of pupils 31; average attendance 22. Winter term: wages per month \$32; number of pupils 36; average attendance 30.

No. 8.—UNIONVILLE.

Teacher, Miss Adeline C. Grant; wages per month \$40. Spring term: number of pupils 62; average attendance 50. Fall term: number of pupils 60; average attendance 53. Winter term: number of pupils 65; average attendance 56.

No. 9.—SOUTH FRANKLIN.

Spring term. Teacher, Miss Isoline F. Thayer; wages per month \$28; number of pupils 27; average attendance 25.

Fall term. Teacher, Miss Anna B. Everett; wages per month \$30; number of pupils 28; average attendance 24. Winter term: number of pupils 25; average attendance 23.

No. 10.—MOUNT.

Spring term. Teacher, Miss S. Louise Rhodes; wages per month \$28; number of pupils 15; average attendance 12. Fall term: number of pupils 20; average attendance 16.

Winter term. Teacher, Miss Emily Mann; wages per month \$28; number of pupils 20; average attendance 17.

GENERAL REMARKS.

It is a source of satisfaction to your Committee to be able to report favorably of the progress and success of most of the schools in town the past year. That *all* have accomplished as much as we desired, we cannot affirm; cases of partial failure, both in discipline, and ability to impart instruction, on the part of a *few* teachers, we must admit; but for the most part, we feel that the teachers employed have been *well qualified* for their positions—ready to do all in their power for those entrusted to their care. We have, so far as practicable, retained the teachers in the same schools for a succession of terms, and feel that the schools have been improved by this policy.

The Committee have paid special attention to the grading of the Centre School, making three departments, viz: two Primary, one Intermediate, and Grammar school. In making up these departments, we have made scholarship the test; but in so doing, have undoubtedly disappointed *some* of the parents, as well as the pupils—who, as naturally enough might be expected, could not always see *why* their children were not promoted, as well as others of their mates. In order to make the grading of this school thorough and effective, we shall, perhaps, be obliged to prescribe for a few classes a change of studies, and thus facilitate the end in view; but we shall ever be ready to promote any and all pupils as fast as their qualifications will warrant.

HIGH SCHOOL.

The establishment of a Town High School, in accordance with the requisitions of the Statutes, has

proved a success—and we feel confident that those who have been represented in this school, through their children, will fully endorse our opinion on this point. In arranging and prescribing the course of study, and also the standard of admission, we have been somewhat governed by the material we had to incorporate in the school. We append to this report the course of study prescribed for each year—to which all will be expected to conform, unless for reasons satisfactory to the Committee and the Principal, in certain cases, studies may be omitted.

The Committee considered themselves fortunate in securing and retaining the services of Miss Bryant in this school, and trust the work so favorably commenced, may be pursued with fresh zeal, by teacher and pupils, the coming year.

The terms, three in number, will commence on the first Monday in April, September and December, and continue *twelve weeks*. It is very desirable that pupils, after entering the High School, should attend as constantly as possible from term to term. With the system of classification we have adopted, those pupils who, from any cause, stay out a term, or leave school in the middle of a term, will, when re-entering the school, be obliged to enter in a lower class. For those who are only pupils for a single term or two, the above rule will not affect—but to pupils who propose a thorough course of study, intending to remain long enough to receive the real benefits of a High School, this suggestion may be timely. We wish to make this a *model school*—one that shall commend itself to the confidence and generous support of our citizens—one of which their children may feel justly proud of having been members and graduates.

TEXT BOOKS.

A change of text books is not unfrequently condemned by parents who, looking simply to the matter of cost in dollars and cents, have little or no sympathy for the real needs of our schools. The Committee, aware of this feeling, have never advocated *frequent changes*—but, on the contrary, have suffered *inferior books*, in some respects, to be used in schools, rather than incur the charge of *needless* exchange. But the past season, after careful examination, we decided it advisable to introduce a new series of Readers and Spellers, and selected, as in our opinion best adapted for the schools, the “National Readers and Spellers,” by Parker and Watson.

We consider these Readers a very decided improvement upon those heretofore used, and that with the requisite care on the part of our teachers a new impulse will be given to this important branch of school culture.

Good reading is an *accomplishment*. We have in our schools comparatively few *good readers*, strictly speaking. There are many who can repeat the words glibly enough—but fail to give the inflections, and modulate the tones of the voice to the proper expression of the sentiments of the author whose ideas they would convey. Much of the indifferent, not to say poor reading, is probably due to false habits acquired in early years, perhaps the first terms of school. We have not unfrequently visited schools in years past where the pupils in some smaller classes seemed only anxious to *speak loud*—in fact, *screaming* to sustain a pitch of voice perfectly fearful, and that was painful to listen to, even in the schoolroom. And many teachers feel proud of this, and expect their pupils commended as smart—when, in fact they only show healthy lungs, and ability to use them in this way.

We believe fully in the necessity of training pupils to speak distinctly, whether reading or reciting, and to use proper degree of force in all their exercises—but do not consider this all. The human voice is a wonderful mechanism—susceptible of high culture, and too much care, in its training, by our teachers, especially in the Primary schools, and with young pupils cannot be exercised. We recommend and shall expect all the teachers, from Primary to High school, to devote a portion of the time allotted to the exercise of reading, to acquiring a practical knowledge of the principles which form the basis of good reading.

Among these may be named, Articulation of the elementary sounds, Accent, Emphasis, Inflection, Modulation, Personation and Pauses; and though these exercises may at first seem tedious to pupils who have never been taught properly, the *true teacher* will soon invest these topics with new interest, and the pupils find the drill both pleasant and profitable.

To use the words of another: "Readers may be divided into three classes,—the *mechanical*, or those who merely pronounce words with but slight reference to their connection and signification; the *intelligent*, or those who understand the meaning of the separate words, their relative importance in sentences, and historical and other references; and the *effective*, or those who clearly bring out the *emotional* part, as well as the *exact* and *full meaning* of the author."

This description applies too truthfully to our schools; and a large class, the majority of the pupils, and, we fear, *some* of our teachers, would be classed among the mechanical rather than the *effective* readers. But with proper care on the part of teachers, in conducting the exercise of reading, this faulty style may be corrected, and we shall soon witness a decided change for the better in many classes.

SINGING.

Of the various methods devised by teachers to interest and enliven the pupils and make school duties pleasant, what can be more inspiring than an occasional song? In every school there are more or less singers; and although in some cases the teacher may not be qualified to give technical instruction in the science of vocal music, they can usually lead their pupils in a simple song, or, if no more, they can surely encourage their pupils to sing. In a *very few* of our schools, the past season, this subject has received attention, and we were from time to time entertained with some fine singing. We would gladly see this practice become more general, believing, as we do, that a short time may be most profitably and pleasantly spent in this exercise each day. Will the teachers in coming terms heed this suggestion?

With these brief remarks we close our Report, trusting that the teachers, in whose care the schools may be entrusted for the current year, may receive the sympathy and cordial support of the parents, who may thus greatly aid in the work of the schoolroom, and, so far as their influence shall extend, advance the progress of our public schools.

Respectfully submitted.

	{ WALDO DANIELS,
<i>School Committee,</i>	{ S. W. SQUIRE,
	{ GEORGE KING.

FRANKLIN, APRIL 3, 1869.

APPENDIX.

COURSE OF STUDY IN HIGH SCHOOL.

First Year.

Arithmetic, Geography, English Grammar, History U. S.
(Natural Philosophy optional.)

Second Year.

Review Arithmetic and Grammar, Complete Philosophy, Algebra, Physiology. (Latin optional.)

Third Year.

Review Algebra, Latin, Book-Keeping, Astronomy. (French optional.)

Fourth Year.

Latin, French, Intellectual Philosophy, and General Review.

Exercises in Reading, Declamation, and Composition throughout the entire course, in which all the pupils will be expected to take part.



